

IMPACT OF TRANSFER OF TRAINING ON EMPLOYEE PERFORMANCE AS THE MEDIATING ROLE OF LEARNING FROM TRAINING AND MODERATING ROLE OF TRAINING CLIMATE

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INTRODUCTION

Using Baldwin and Ford Model of transfer of training (1988). Transfer of training is to enable an employee to gain skills and knowledge during a training session and transfer it to the workplace and apply it on the job. Study shows that the training transfer best take place during and after the training session; the most importantly it includes supervisors and trainers. (Burke & Hutchins, 2008). Sometimes organizations need guidelines for training and transfer of training from literature and vast research, Most of the times the findings and research work is difficult to extract and pinpoint the exact factor (Grossman & Salas, 2011). It is more beneficial for transfer of training to increase the people of feedback. It is productive to increase the amount of feedback (Bossche, Segers & Jansen, 2010).

Top attention from trainees is as best practices including the support of supervisor (Burke et al, 2008). Support from supervisor or trainers enhance the level of motivation, achievement of goals and self efficacy of trainers (Chiabru, Dam & Hutchins, 2010). Service quality training should be close to the practical settings of the trainees and suitable to the trainees' needs in order to ensure that the content is applied to the job. Trainers and human resources managers are advised to analyse trainees'

demands and expectations in the very early stages of developing the training design (Libermaun & Hoffman. 2008).

The older the trainee the more positive attitude they will show toward training (Gegenfurtner, Festner, Gallemerged, Lehtinen & Gruber, 2008). The most important relationship of training is with design with training (Grossman et al 2011). To have good transfer of training and learning from training the trainer should gather the information regarding the training and know how to transfer it to the workplace. (Burke et al, 2008). Self efficacy enhance the relationship between cultural orientation and transfer of training back to the job (Simosi, 2012). Transfer enhancement took place through the development of an action plan by the trainee under the guidance of the trainer. (Klink, Gielen & Nauta, 2009). There is a positive impact on transfer of training from peers support and a negative impact due to lack of supervisory support. (Hawley & Barnard, 2009).

Training Climate is what it feels like to work somewhere, how motivating that is, and consist of six clear elements; Clarity, Commitment, Standards, Responsibility, Recognition, Teamwork all of whichh can be measured and managed. For successful training programs, it is

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essential to take an integrated view of training stages and training climate. (Lather & Sharma, 2009). Task and work environment factors are most important in the training climate. Support and opportunity are the basic dimensions of training and transfer climate. (Clarke, 2009). Organizational Transfer climate is a tool for enhancing positive transfer of training and managing a training climate in the organization. (Roullier & Goldstein, 2009). Learning from training is what a trainee learns from training and how implement that on back to workplace. Real-world inductive learning problems, the number of training examples often must be limited due to the costs associated with procuring, preparing, and storing the training examples and/or the computational costs associated with learning from them. Learning from training is actually how much a trainer transfers that learning to the job (Roullier & Goldstein, 2009).

As organizations strive to enhance performance through their human capital, workplace learning professionals and trainers are increasingly expected to deliver results. Training professionals support transfer of learning in their organizations on the basis of their experiences.

(Burke et al, 2008). Organizations spent a large amount of their budget on training because it is a powerful tool for gaining affective learning from training. (Salas & Stagl, 2009).

LITERATURE REVIEW

TRAINING TRANSFER

Transfer of training mostly referred to transfer the learning to the workplace after training session. For transfer to occur “learned behavior must be generalized to the job context and maintained over a period of time on the job” (Baldwin & Ford, 1988, p. 63). Training is about how much a trainee applies in learning from

training before, after and during the training session. (Tannenbaum & Yukl, 1992). Organizations has to apply what they are gaining from training research(Sacks & Belcourt 2006). It is said that the organizations that evaluate their training programs more frequently will have positive transfer of training (Sacks & Burke 2012)

TRAINING TRANSFER AND EMPLOYEE PERFORMANCE

Performance of organization increase by training (Molina & Ortega 2003).And most of the organizations continued those training programs which influence employee performance. (Chiangmai, 1999). Performance can be programmed during the training if the trainee has the possibility to practice new behavior (Goldstein & Ford, 2002). Trainees believe that transfer of training will improve performance.(Colquitt & Simmering, 1998). To increase transfer employee should now that the new knowledge will improve their work performance (Clark, Dobbins, & Ladd, 1993). Transfer of training influence trainees to enhance their performance by training interventions (Kontoghiorghes, 2002).

Trainees with more performance of job is motivated to transfer the training knowledge to the work place. (Noe & Schmitt, 1986). Transfer increases job satisfaction which leads to increase performance and decrease nervousness (Neck & Manz 1996). Harel and Tzafrir (1999) suggest that training has a positive impact on apparent performance. Training programs which are effective increase employees self efficacy (Frayne & Latham, 1987). And self efficacy enhance performance (Bandura, 1997). Transfer of training is a horizontal link between training and performance of employees.

(Yamhill & McLean, 2001). Holton(1996) model of training emphasis on training outcomes

which include performance. Individuals will be more motivated if they believe that their effort will lead to better performance so that individuals are more motivated to transfer (Vroom, 1964). Training enhance the performance by acquisition of knowledge skills and abilities. (Salas, Willson & Priest, 2006). Performance is significantly related to transfer of training. (Velada et al., 2007).

H1: Transfer of training has positive impact on Employee performance

TRANSFER OF TRAINING AND TRAINING CLIMATE AND EMPLOYEE PERFORMANCE

Measuring transfer of training climate is necessary because it help human resource development to find out whether the training they are conducting works or if it works then to which extent. (Tannenbaum, et.al., 1992). If we don't know about the training outcome we cannot design the proper interventions (Holton et.al., 1996). Positive climate is critical for effective transfer (Lim and Johnson, 2002). Transfer climate added significantly to the explained variance in post training job performance once learning and unit performance were controlledfor (Rouiller &Goldstein, 1993).

Holton (1996) Transfer of training model suggests that transfer is affected by three factors which are training climate, motivation to transfer and transfer design. By seeing transfer of training model and theories there are many factors affecting performance which also include training climate. (Yamnill et al. 2001). Research has found that the Training climate moderates the relationship between training and performance on the job (Hirsch, 2001). The confidence of the trainee increases the expectation of supervisor and which in turn increase performance and this is done under a positive training climate. (Eden et al., 2000)

There must be a supportive climate for transfer of learning from class room to the job to increase performance. (Goldstein, 1986). Training climate has powerful impact on transfer of training. (Thayer and Teachout 1995). Training climate influence individuals performance which is due to training. (Kozlowski & Salas, 1997).

There is a strong relationship of training climate with performance of employees. (Kozlowski & Hults, 1987). Trainin climate strength moderates the relationship between Performance and transfer. (Tracey & Tews, 2005). Supportive climate is a factor influencing transfer of learning to job performance. (Fleishman, Harris & Burt 1955). When there is a positive training climate trainees implement their learned capabilities to the job to increase performance (Salas et al, 2006).

H2: Training climate moderates the relationship between transfer of training and employee performance so that relationship is stronger in the presence of Training climate

TRANSFER OF TRAINING AND LEARNING FROM TRAINING AND EMPLOYEE PERFORMANCE

Trainees who have higher motivation to have high positive outcome improve their work performance through learning (Naquin & Holton, 2002). Organization's value of learning increase performance resulting from learning. (Kupritz, 2002). Trainees have to self monitor and regulates the strategies of learning to increase performance through learning. (Ford et al., 1998). And accept the challenge of transforming learning to performance (Bates & Khasawneh, 2005).

Learning organization adapt a system that improve long term performance through training (Slater & Narver, 1995).

Learning is of no importance if it is not transferred in some way to performance (Holton, Bates, Seyler, and Carvalho, 1997). Achievement of learning outcomes from training will change the performance by applying that learning on the job was discussed in Holton (1996) Transfer of training model. Holton, Bates, and Ruona (2000) developed the Learning Transfer System Inventory (LTSI) as a diagnostic tool to assess the degree of support in the transfer system defined as all factors in the person, training, and organization that influence transfer of learning to job performance.

The most effective transfer of learning include the motivation of trainee (Noe & Schmitt, 1986). High Learning Results in better transfer (Lim & Johnson 2002). Learning in training is linked to transfer of training on the job and employee performance. (Rouiller & Goldstein, 1993). Learner Characteristics enhance training outcomes which in turn affect the performance of employees. (Sackett, Gruys, & Ellingson, 1998).

Learning is a mean not an outcome for the organization, because it is an internal behavior and organization need an external outcome which is performance so the training output should stress on performance not just learning (Kuchinke, 1995) Active learning techniques were use to maintain trainee and contribute transfer to enhance the performance. (Burke & Hutchins, 2007).

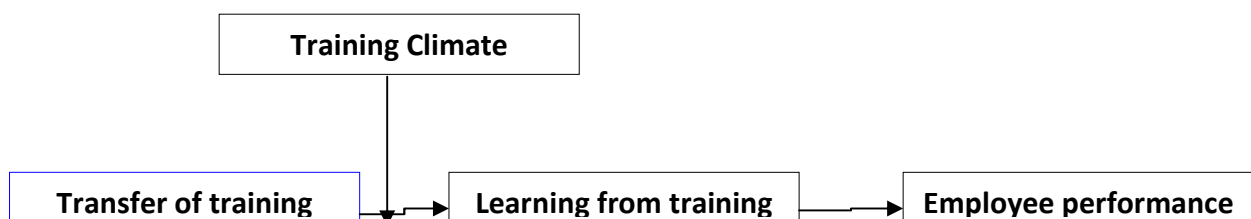
H3: Learning from training mediates the relationship between transfer of training and employee performance

METHODOLOGY

This study was the cross sectional in nature. Data was collected in few weeks. The questionnaires were distributed to the respondents during the period of April and May 2015. The organizations from where the data was collected were the Banks, Telecom sector and private organizations working in Rawalpindi. A five point Likert Scale was used to measure the variables. A total of 200 questionnaires were distributed and out of which 150 were received back. The convenient Sampling technique was used.

Questionnaire is the most frequently method of collecting information because it is less expensive way to reach more people Transfer of training has been measured by 18 items scale by Gillis, Ph.D., Centre for Learning Impact (2009). The internal consistency reliability for this scale is 0.703. Training climate has been measured by 11 items scale by Thayer & Teachout, 1995. The internal consistency reliability for this scale is 0.716. Learning from training has been assessed by 12 item scale by W Leslie Rae. MPhil, FITOL, Chartered FCIPD (2004). The internal consistency reliability for this scale is 0.702. Learning from training has been measured by 4 items scale by (Yousef, 2000). The internal consistency reliability for this scale is 0.85.

THEORETICAL FRAME WORK



RESULTS

Table 1. Mean, Standard Deviation and Correlations

	Mean	S.D	1	2	3	4
1. TT	4.86	.491	1			
2. TC	4.10	.425	.366**	1		
3. LT	4.00	.513	.152**	.446**	1	
4. EP	4.44	.478	.189*	.280**	.387**	1

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

N=150, Control variables= Age, Gender, Qualification, Experience, TT=Training Transfer ,TC= Training climate, LT= Learning from Training, EP= Employee Performance.

The above table (table 1) results show the descriptive statistics as well as correlation among the variables. Correlation analysis shows that Transfer of training and Training climate are positively correlate with each other. Transfer of Training and Learning from training positively correlate with each other. Transfer of Training and Employee Performance positively correlate with each other. Training climate and Learning from Training is also positively correlated with each other. Training climate and Employee Performance is positively correlated with each other. Learning from Training and employee performance is also positively correlated with each other.

Table 2. Regression for Outcomes

Predictors	β	R^2	ΔR^2
TT	0.601	0.544	0.512
EP			

N=150, Gender, Age, Qualification and Experience

An objective of the study was to test if the relationships are mediated by Learning from Training and Moderated by Training Climate. Table 2 shows Regression analysis for outcomes and performed in two steps to formally test the hypothesis predicting a positive relationship between Transfer of Training and Employee performance. Gender, age, qualification and work experience are entered as control variables in first step and only value of R^2 is reported. In second step, Transfer of Training is regressed on Employee performance showing the values of beta, R square and R square

change in table 2. The results show highly significantly relationship between Transfer of Training and Employee Performance ($\beta=.0.601$, $p<.001$). So, the first hypothesis has been accepted.

Table 3. Regression for Mediation

Predictors	Learning From Training		
	β	R^2	ΔR^2
Mediation LT			
Step1			
Control variable		0.102	
Step 2			
TT	0.60**	0.70	0.35
Step 3			
EP	0.50	0.95	0.81

N=144; $p<0.001$ ***, $p<0.01$ ** , $p<0.05$ *

To examine whether Learning from Training mediates the relationship between Transfer of Training and employee performance we used mediation regression analysis. In first step we entered control variables, in second step we regressed Transfer of Training on Learning from Training while controlling the effect of employee performance, gives significant results ($\beta=.60$, $p<.01$), in third step we regressed employee performance on Learning From Training while controlling Transfer OF Training. In Employee Performance contributed ($\beta=.50$, $p<.001$) towards Learning from Training as shown in Table 3. It shows fully support of mediation effect between Transfer of Training and Employee Performance. So, Hypotheses 2 was also accepted.

Table 4. Regression for Moderation

Predictors		Learning From Training	
	β	R^2	ΔR^2
Step 1:			
Control variable	0.80		
Step 2:			
TC	0.744**		
TT	0.90	0.518	.447
Step 3:			
TT x TC1	1.429**	0.593	.075

N=150; p< 0.001***, p<0.01**, p<0.05*.

To test the interactive effect of Transfer of Training and Learning from Training on Training Climate, I used moderated regression analyses. In first step, control variables were entered. In second step training climate and transfer of training were entered to predict learning from training. Step 2 shows that transfer of training is significantly associated with the learning from training ($\beta=0.090$ p<.01). In third step we regressed training climate on the interaction term of Transfer of training and career learning from training. The result shows that the between Transfer of training and learning from training is moderated by Training climate ($\beta=1.429$, p<.01) as shown in Table 3. So, hypothesis 3 was accepted.

DISCUSSIONS

Overall, of the three hypotheses, three were accepted H_1 , H_2 , H_3 . Which means that the training programmes which are conducted in Pakistani organizations are useful. As transfer of training has a positive and strong impact on employee performance and learning from training mediates the relationship and the transfer climate strengthen the relationship. Data was collected from Banks, Telecom sector and some Pvt organizations so we found that the training programmes are effective and have a positive effect on employees performance in Pakistani context

These findings help us to understand the relationship between transfer of training and

employee performance in different sectors of Pakistan. In summary, we believe that this study makes an important contribution to the transfer of training, training climate, learning from training and employee performance literature.

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